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ABSTRACT

Elementary and secondary school teachers were asked to rate the sources that influence their decisions on what they teach in their subject areas. Possible influential sources were identified as: (1) district consultants; (2) state or district recommended textbooks; (3) state curriculum guides; (4) commercially prepared materials; (5) teachers' own background, interests, and experiences; (6) other teachers; (7) students' interests and abilities; (8) parent advisory council; (9) state equivalency exams; (10) district curriculum guides; and (11) teachers' unions. Teachers' subject areas were: (1) the arts; (2) English, reading, and language arts; (3) mathematics; (4) physical education; (5) science; (6) social studies; (7) foreign languages; and (8) vocational/career education. Two sources were reported as having high influence across all subject areas: teachers' own background, interests, and experiences and student interests and abilities. Four sources were rated low in influences across all levels (elementary, junior high/middle, and high school): district consultants; parent advisory councils; state equivalency exams; and teacher unions. Summaries are presented of influential sources on each of the subject areas at each teaching level along with analyses of apparent trends in teachers' responses to the sources. Tables are appended displaying percentages of teachers reporting the degrees of influence by subject area and levels of schooling. (JD)

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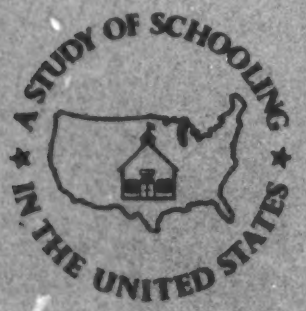
Technical Report Series



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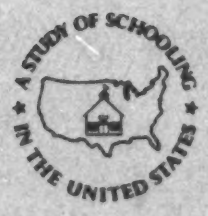

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TEACHER PERCEIVED SOURCES OF INFLUENCE ON WHAT IS TAUGHT IN SUBJECT AREAS

M. Frances Klein

Technical Report No. 15

1980

A Study of Schooling is based upon the assumption that improving schools requires knowing what is happening in and around them. A comprehensive data-base of contextual information was obtained from students, teachers, administrators, parents and observers at all grade levels in thirty-eight elementary and secondary purposively sampled schools. *It is strongly recommended that readers of any technical report in this series first read Technical Report No. 1 which outlines the details, scope and limitations of the Study as a whole.*

It must be understood that this series of technical reports does not constitute the Study. Some reports are highly specific "molecular" inquiries while others take a more "molar" view across data sources, schooling levels, etc. Some reports are more methodological in nature arising out of issues in data analysis. Many of the reports quite naturally overlap in data analysed and interpretations rendered. Some authors have approached their task as consisting mostly of data description with little discussion beyond the presentation of the data. Others have ventured further into the realm of interpretation and speculation. *It must be further understood that data-based inferences can and do differ among researchers who come at the data from differing points-of-view.* Authors, therefore, are duly acknowledged for each report and are responsible for the material presented therein.

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INTRODUCTION

The data analyzed for this paper were collected during Spring and Fall, 1977 for the research project, A Study of Schooling in the United States. Students, teachers, administrators, and parents answered survey questions; teachers and students were observed in classrooms; and curriculum materials and guides were analyzed. In total, 8,624 parents, 1,350 teachers, and 17,163 students in 38 elementary and secondary schools from seven states located in the northwest, southwest, southeast, and midwest sections of the nation participated in the Study. The samples of subjects were neither randomly selected nor are representative of the nation as a whole. While the teacher and student samples are fairly representative of their individual school populations, this is less true for the parents. Generally, though, the size of each sample is large enough to warrant investigation of the data for patterns, trends, and relationships. These caveats must be kept in mind during the following discussion.

This report deals specifically with one item in the teacher questionnaire:

6. How much influence do each of the following have on what you teach in _____? (A particular subject area is named.)

	A lot	Some	Little	None
District consultants	O	O	O	O
State or district recommended textbooks	O	O	O	O
State curriculum guides	O	O	O	O
District curriculum guides	O	O	O	O
Commercially prepared materials	O	O	O	O
Your own background, interests, and experiences	O	O	O	O
Other teachers	O	O	O	O
Students' interests and abilities	O	O	O	O
Parent Advisory Council	O	O	O	O
State equivalency exams	O	O	O	O
Teachers' Unions	O	O	O	O

Teachers at all levels of schooling were asked to respond to this item in the subject and class specific section of the questionnaire. This means that a secondary social studies teacher may have been asked to answer the Social Studies section on the basis of the specific class he taught during third period--American history. An English teacher may have been asked to respond on the basis of her sixth period class in English literature. The elementary teachers in our sample were asked to respond to this question for each of the subject areas which they were teaching during that academic year. Thus, most elementary teachers probably responded to all the sections for the different subject areas if they taught a "balanced" curriculum alone with no specialists assuming responsibility for teaching their students. Table 1 reports the total number of teachers responding to each source of influence for the three levels of schooling.

For this paper, the following definitions are used:

1. Junior high school--those schools in our sample which included primarily grades 7 and 8. Although some schools were called middle schools in their titles, there was little differentiation between these as a group and those called junior high schools except that they included grade 6. All of these schools are referred to as junior high school in this report.

2. Secondary teachers--high school and junior high school teachers combined.

3. High influence--two-thirds or more of the teachers responding to "a lot" and "some" categories combined.

4. Moderate influence--less than two-thirds of the teachers responding to "a lot" and "some" categories combined or to the "little" or "none" categories combined.

5. Low influence--two-thirds or more of the teachers reported "little" or "no" influence (two categories combined).

This report presents first a brief summary across all levels of schooling followed by a summary of subject areas by level of schooling and concludes with detailed summaries for each subject area.

TABLE 1

NUMBER OF TEACHERS RESPONDING BY LEVEL OF SCHOOLING

Number of High School Teachers Responding:	The Arts	English Reading Language Arts	Foreign Language	Math	Physical Education	Science	Social Studies	Vocational/ Career Ed
District Consultants	65	131	35	88	53	75	91	140
State/District Texts	65	130	34	88	53	75	91	140
State Guides	65	131	35	87	53	74	91	139
District Guides	65	131	35	87	53	75	90	139
Commercial Materials	64	130	35	86	53	75	90	139
Teacher Backgrounds	65	130	35	86	53	75	91	140
Other Teachers	64	129	35	87	53	75	90	140
Student Interests and Ability	65	130	35	88	53	75	90	139
Parent Advisory Councils	64	130	35	88	53	75	91	140
State Equivalency Exams	65	130	35	88	53	75	91	139
Teacher Unions	64	129	35	88	53	75	91	140

Number of Junior High School Teachers Responding:	The Arts	English Reading Language Arts	Foreign Language	Math	Physical Education	Science	Social Studies	Vocational/ Career Ed
District Consultants	46	84	12	69	36	46	53	45
State/District Texts	47	84	12	70	36	46	53	47
State Guides	45	83	12	69	36	46	53	46
District Guides	47	83	12	68	36	46	53	46
Commercial Materials	47	84	12	70	36	46	53	47
Teacher Backgrounds	47	84	12	69	36	46	53	47
Other Teachers	47	83	12	69	36	46	53	46
Student Interests and Ability	47	84	11	70	36	46	53	47
Parent Advisory Councils	46	83	12	70	36	46	53	45
State Equivalency Exams	46	84	12	70	36	46	53	47
Teacher Unions	46	84	12	70	36	46	53	47

Number of Elementary School Teachers Responding:	The Arts	English Reading Language Arts	Math	Physical Education	Science	Social Studies		
District Consultants	170	232	213	87	181	193		
State/District Texts	170	233	214	88	181	194		
State Guides	168	232	214	88	179	193		
District Guides	169	230	212	87	178	193		
Commercial Materials	171	232	215	87	180	194		
Teacher Backgrounds	172	233	213	89	181	195		
Other Teachers	171	231	215	87	180	194		
Student Interests and Ability	171	230	215	89	181	191		
Parent Advisory Councils	169	229	215	87	179	193		
State Equivalency Exams	170	230	213	87	180	193		
Teacher Unions	171	231	213	86	180	193		

GENERAL SUMMARY ACROSS ALL LEVELS OF SCHOOLING BY SUBJECT AREAS

There are two sources which all teachers in our sample consistently reported as having high influence across all subject areas: "teachers' own backgrounds, interests and experiences" and "student interests and abilities." In addition to those two, "commercial materials" were reported to have high influence in four subject areas: English/Reading, Foreign Languages, Science, and Vocational/Career Education. "State and district texts" had high influence in Foreign Languages and Math.

Foreign Language teachers reported the most sources of high influence with four; teachers of English/Reading, Math, Science, and Vocational/Career Education reported three sources of high influence and teachers of Art, Physical Education, and Social Studies reported only two.

Four sources were consistently reported to be of low influence (two-thirds or more teachers reporting "little" or "no" influence) by all the teachers in our sample across all subject areas: "district consultants," "state equivalency examinations," "parent advisory councils," and "teacher unions."

There were some variations among the subject areas, however. In addition to the above four, Foreign Language teachers reported "state guides," and "state or district recommended texts." Physical Education teachers reported "state and district texts" and "commercial materials" to have low influence as well as the four consistent ones. Teachers of Art thus reported more sources of low influence, seven sources being the most reported; teachers of Physical Education reported six sources of low influence; teachers of Foreign Languages reported five and teachers of Math, Science, Social Studies, and Vocational/Career Education reported four.

There was considerable variation among the subject areas as to the sources of moderate influence. "Commercial materials" were of moderate influence in the Arts, Math, and Social Studies. "District guides" were of moderate influence for English/Reading, Foreign Languages, Math, Physical Education, Science, Social Studies, and Vocational/Career Education. "State guides" were reported to be of moderate influence in the areas of English/Reading, Math, Physical Education, Science, Social Studies, and Vocational/Career Education. "State or district texts" had moderate influence reported by teachers of English/Reading, Science, Social Studies, and Vocational/Career Education. "Other teachers" were reported to be of moderate influence by teachers in all subject areas.

Table 2 summarizes the data reported in this section. The next section of this report summarizes the responses to the questionnaire item in more detail by levels of schooling.

TABLE 2

SOURCES OF INFLUENCE OVER WHAT IS TAUGHT

	The Arts	English/ Reading	Foreign Language	Math	Physical Education	Science	Social Studies	Vocational/ Career Education
District Consultants	Low	Low	Low	Low	Low	Low	Low	Low
State/District Texts	Low	Moderate	High	High	Low	Moderate	Moderate	Moderate
State Guides	Low	Moderate	Low	Moderate	Moderate	Moderate	Moderate	Moderate
District Guides	Low	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Commercial Materials	Moderate	High	High	Moderate	Low	High	Moderate	High
Teacher Background	High	High	High	High	High	High	High	High
Other Teachers	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Student Interests and Abilities	High	High	High	High	High	High	High	High
Parent Advisory Councils	Low	Low	Low	Low	Low	Low	Low	Low
State Equivalency Exams	Low	Low	Low	Low	Low	Low	Low	Low
Teacher Unions	Low	Low	Low	Low	Low	Low	Low	Low

SUMMARY OF SUBJECT AREAS BY LEVELS OF SCHOOLING

Two sources were of "high" influence across all levels for all subject areas: "teacher background and experience" and "student interest and abilities."

Four sources were "low" across all levels for all subject areas: "district consultants," (one exception, "moderate" in Foreign Language in junior high schools), "parent advisory councils," "state equivalency exams," and "teacher unions."

The degree of influence of the remaining sources varied across subjects and/or across levels of schooling:

State and district texts have "low influence across all levels in Art and Physical Education, "moderate" in Science and "high" in Foreign Language. In Science, this is a "moderate" influence at both secondary levels and "high" at the elementary level. In Math it is a "moderate" influence at the senior high school level and "high" at the junior high and elementary levels. In Social Studies it is a "moderate" influence at both the senior high and elementary levels and a "high" influence at the junior high level.

State guides have "low" influence at all levels in Art and Foreign Language, "moderate" influence at all levels in Math and Vocational/Career Education, and have "low" influence at the senior high school level in the remaining subject areas. They have "moderate" influence at the junior high level for all other subjects except English/Reading, where they are "low," and at the elementary level for all subjects except Science, where they are "low."

District guides are a greater source of influence than state guides,

predominantly "moderate" ratings. Exceptions are "low" ratings in English/Reading at the senior high school and elementary levels, and in Social Studies at the senior high school level.

Commercial materials show considerable variation across subjects and levels; however, in Science and Foreign Language, they are reported to have "high" influence at all levels, "moderate" at all levels in the Arts, and "moderate" or "high" in the remaining subject areas except Physical Education where they are "low" at the secondary level.

Other teachers are a "moderate" source of influence in all subject areas at the senior high school level, in all areas except English/Reading and Physical Education at the junior high level (where they are "high") and in all subjects except English/Reading and the Arts at the elementary level (where they are "high").

While there are some exceptions, there is an indication that those sources which vary across levels have more influence at the elementary level of schooling than at the secondary level, and somewhat more influence at the junior high than at the senior high level. Data reported in this section are summarized in Table 3.

TABLE 3

SOURCES OF INFLUENCE

BY SUBJECTS AND BY LEVELS

Levels	The Arts	English/ Reading	Foreign Language	Math	Physical Education	Science	Social Studies	Vocational/ Career Education
District Consultants								
Senior Highs	Low	Low	Low	Low	Low	Low	Low	Low
Junior Highs	Low	Low	Moderate	Low	Low	Low	Low	Low
Elementary	Low	Low	—	Low	Low	Low	Low	—
State/District Texts								
Senior Highs	Low	Moderate	High	Moderate	Low	Moderate	Moderate	Moderate
Junior Highs	Low	Moderate	High	High	Low	Moderate	High	Moderate
Elementary	Low	High	—	High	Low	Moderate	Moderate	—
State Guides								
Senior Highs	Low	Low	Low	Moderate	Low	Low	Low	Moderate
Junior Highs	Low	Low	Low	Moderate	Moderate	Moderate	Moderate	Moderate
Elementary	Low	Moderate	—	Moderate	Moderate	Low	Moderate	—
District Guides								
Senior Highs	Low	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Junior Highs	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Elementary	Low	Moderate	—	Moderate	Moderate	Moderate	Moderate	—
Commercial Materials								
Senior Highs	Moderate	Moderate	High	Moderate	Low	High	Moderate	High
Junior Highs	Moderate	High	High	Moderate	Low	High	Moderate	Moderate
Elementary	Moderate	High	—	High	Moderate	High	High	—
Teacher Background								
Senior Highs	High	High	High	High	High	High	High	High
Junior Highs	High	High	High	High	High	High	High	High
Elementary	High	High	—	High	High	High	High	—
Other Teachers								
Senior Highs	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Junior Highs	Moderate	High	Moderate	Moderate	High	Moderate	Moderate	Moderate
Elementary	High	High	—	Moderate	Moderate	Moderate	Moderate	—
Student Interests and Abilities								
Senior Highs	High	High	High	High	High	High	High	High
Junior Highs	High	High	High	High	High	High	High	High
Elementary	High	High	—	High	High	High	High	High
Parent Advisory Councils								
Senior Highs	Low	Low	Low	Low	Low	Low	Low	Low
Junior Highs	Low	Low	Low	Low	Low	Low	Low	Low
Elementary	Low	Low	—	Low	Low	Low	Low	Low
State Equivalency Exams								
Senior Highs	Low	Low	Low	Low	Low	Low	Low	Low
Junior Highs	Low	Low	Low	Low	Low	Low	Low	Low
Elementary	Low	Low	—	Low	Low	Low	Low	Low
Teacher Unions								
Senior Highs	Low	Low	Low	Low	Low	Low	Low	Low
Junior Highs	Low	Low	Low	Low	Low	Low	Low	Low
Elementary	Low	Low	—	Low	Low	Low	Low	Low

DETAILED SUMMARIES OF SUBJECT AREAS

The Arts

Two main sources primarily influence what is taught in the Arts as reported by the teachers in our sample: "their own backgrounds, interests and experiences" and "student interests and abilities." Approximately three-fourths or more of the teachers at each level reported "a lot" of influence from "their own backgrounds, interests and experiences" over what they teach in art. Fewer elementary teachers reported "a lot" of influence than did teachers at the senior high school and junior high school levels (senior high, 94%; junior high, 96%; elementary, 74%). Over 95% of the teachers in our sample reported "a lot" or "some" influence (two categories combined).

Two-thirds or more of the teachers at each level reported "a lot" of influence over what they teach in the Arts from "student interests and abilities." Ninety-five per cent of the teachers at each level reported "a lot" or "some" (two categories combined). Slightly more junior high school teachers reported "a lot" of influence (6% to 7%) than did senior high school and elementary teachers.

Two sources as named in our questionnaire seemed to be a moderate influence: "other teachers" and "commercially prepared materials." For "other teachers," the greatest concentration of responses was in the "some" category; about one-half or slightly less of the teachers in our sample reported that "other teachers" have "some influence" over what they teach in art. Two-thirds of the junior high and elementary teachers and slightly less (61%) of the senior high school teachers reported "some" or "a lot" of influence from "other teachers" (two categories combined).

The responses to "commercially prepared materials" were most evenly distributed among the four response categories than were the responses to the other sources of curriculum. More than one-half of the teachers in our sample at each level reported "a lot" or "some" influence from commercial materials (senior high school, 63%; junior high, 63%; and elementary, 57%). Of these, about one-third of the senior high teachers, one-fourth of the junior high teachers, and two-fifths of the elementary teachers reported "some" influence, and one-fourth of the senior high teachers, one-third of the junior high teachers, and less than one-fifth of the elementary teachers reported "a lot" of influence. More junior high school teachers (36%) reported "a lot" of influence than did senior high teachers (28%) and elementary teachers (16%).

The remaining sources of curriculum in our question appear to have limited, or virtually no influence over what is taught in Art as reported by the teachers in our sample. In order of descending numbers of teachers reporting influence, these were: "district curriculum guides," state curriculum guides," "state or district recommended textbooks," "district consultants," "parent advisory councils," "teacher unions," and "state equivalency exams." About three-fourths of the senior high and elementary teachers and over one-half of the junior high teachers (60%) in our sample reported "little" or "no" influence over what they teach in the arts from "district guides." Of these, about one-half of the senior high and elementary teachers and one-third of the junior high teachers in our sample reported "no" influence. About one-fourth of the junior high teachers and one-fifth of the senior high and elementary teachers reported "some" influence, however. Very slightly more junior high teachers (30%) reported "a lot" or "some" influence than elementary teachers (27%) and senior high school teachers (22%).

About one-half of the teachers at each level reported "no" influence over what they teach in Art from "state curriculum guides." Two-thirds of the junior high teachers and over three-fourths of the senior high and elementary teachers reported "little" or "no" influence (two categories combined). About one-fifth of the senior high and elementary teachers and about one-fourth of the junior high teachers reported "some" influence, however. There was a slight tendency for more junior high teachers to report more influence than at the other two levels (junior high 33%; senior high, 20%; elementary, 19%).

About one-half of the junior high teachers and two-thirds of the senior high teachers and elementary teachers reported "no" influence over what they teach in art from "state or district recommended textbooks." Three-fourths or more of the teachers in our sample reported "little" or "no" influence from texts. More junior high teachers (26%) reported influence in the "a lot" and "some" categories combined than did the elementary teachers (19%) and the senior high teachers (14%).

About three-fourths of the senior high teachers, two-thirds of the elementary teachers and one-half of the junior high teachers reported "no" influence over what they teach in the Arts from "district consultants." Only at the junior high level did a fairly substantial number of teachers (about 26%) report "some" influence from "district consultants." Over three-fourths of the teachers at each level reported "little" or "no" influence (two categories combined) over what is taught in the arts from "district consultants."

About three-fourths or more of the teachers at each level reported "no" influence over what they teach in the Arts from "parent advisory councils." More elementary teachers reported this 86%) than did senior high (73%) and junior high teachers (74%). Ninety per cent or more of the

teachers reported "little" or "no" influence (two categories combined).

More than 85% of the teachers at each level reported "no" influence over what they teach in the Arts from "teacher unions."

Over 90% of the teachers at each level reported "no" influence over what they teach in the Arts from "state equivalency exams" and over 95% at teach level reported "little" or "no" influence.

The sources of curriculum as identified in our question have the following amounts of influence over what all teachers in our sample teach in the Arts (listed in descending order of numbers of teachers reporting influence):

High

1. Teachers' own backgrounds, interests and experiences
2. Student interests and abilities

Moderate

3. Other teachers
4. Commercially prepared materials

Low

5. District curriculum guides
6. State curriculum guides
7. State or district recommended textbooks
8. District consultants
9. Parent advisory councils
10. Teacher unions
11. State equivalency exams

English/Reading

Sources of greatest influence on what they teach as reported by teachers at all levels are: (1) "their own backgrounds, interests and experiences," (2) "student interests and abilities," and (3) "commercially prepared materials." Over 90% of the teachers at all levels reported "some" or "a lot" of influence from their "own backgrounds, interests and experi-

ences" and from "student interests and abilities." At each level, almost two-thirds or more of the teachers reported "a lot" of influence for both of these sources.

Less than 50% of senior high teachers, over one-half of the junior high teachers and about one-half of the elementary teachers reported that "commercially prepared materials" have "some" influence over what they teach. When the "some" and "a lot" categories are combined over three-fourths of the elementary teachers, about three-fourths of junior high teachers and about two-thirds of the senior high teachers reported high influence on what they teach from "commercially prepared materials."

"Other teachers" and "district curriculum guides" seem to be the next most influential sources on what teachers in our sample reported after "teachers' backgrounds, interests, and experiences" and "student interests and abilities."

Approximately half of the teachers at each level reported that "other teachers" have "some" influence over what they teach in English/Reading. This trend is strengthened when the "a lot" category is added to the "some" category for the junior high and elementary teachers. Then about two-thirds of the teachers at each of these two levels reported that "other teachers" have "a lot" or "some" influence over what they teach in English/Reading. Only slightly more than 50% of the teachers at the senior high level reported "some" or "a lot."

The distribution of responses to "district curriculum guides" was more evenly distributed for the senior high and junior high teachers. Approximately 50% of the teachers of English/Reading at each of these two levels reported "some" or "a lot" of influence and 50% "little" or "no"

influence. Less than half of the elementary teachers (41.3%) reported that "district curriculum guides" have "some" influence and about one-fourth of them (23.5%) reported they have "a lot." Thus, slightly less than three-fourths of the elementary teachers said "district curriculum guides" have "a lot" or "some" influence over what they teach.

"State or district recommended texts" also have a wide distribution of responses, but they were reported by less than 50% of the senior high teachers (48.5% and junior high teachers (44.1%) reported as having "some" or "a lot" of influence. Slightly less than half of the elementary teachers reported that texts have "a lot" of influence and slightly more than one-fourth reported texts as having "some" influence. Thus, elementary teachers reported more influence for texts than either senior high or junior high teachers.

"State curriculum guides" have even slightly less influence as reported by the teachers of English/Reading in our sample. About half of the senior high teachers, about one-third of the junior high teachers and about one-fourth of the elementary teachers reported "no" influence. A reverse trend is also apparent: about one-third of the elementary teachers and about one-fourth of the secondary teachers reported "some" influence of "state curriculum guides" over what they teach. There is a slight trend for more elementary teachers to report that state guides have "some" or "a lot" of influence over what they teach than teachers at the other two levels, yet, only about one-half of the elementary teachers reported "a lot" or "some" influence. About two-thirds of the senior high and junior high teachers reported "little" or "no" influence.

The sources of least influence on what teachers teach at all

levels as reported by our sample were: "parent advisory councils," "state equivalency exams," "district consultant," and "teacher unions" (named in descending order of influence).

For "teacher unions," this trend is very clear at the "no" influence category and becomes even stronger when the "little" influence category is added. Over 95% of the teachers at all levels reported "little" or "no" influence.

For "district consultants," the trend is toward increasing influence from senior high to elementary teachers (elementary teachers reported more influence from "district consultants" than junior high and more junior high teachers than senior high teachers). When the "none" and "little" influence categories are combined, about 85% of the senior high teachers of English/Reading in our sample reported that district consultants have "little" or "no" influence over what they teach; about 75% of the junior high teachers and about 67% of elementary teachers of English/Reading reported the same.

Over half of the teachers of English/Reading in our sample at each level reported that "parent advisory councils" and "state equivalency exams" have "no" influence over what they teach. The trend was slightly stronger for "parent advisory councils" to have "no" influence, but for both "parent advisory councils" and "state equivalency exams" over 75% of the teachers of English/Reading reported they had "little" or "no" influence over what they taught. For the "state equivalency exams," there is a slight tendency for the influence to increase from the higher to the lower levels. Elementary teachers reported slightly more influence than did junior high teachers; and junior high teachers reported slightly more than senior high teachers when the "none" and "little" categories are combined.

There appeared to be a trend for senior high teachers to report less influence from more sources of the curriculum as we defined them than junior high teachers and for junior high teachers to report less influence from more sources than elementary teachers. Thus, elementary teachers in our sample reported more sources as having influence over what they teach in English/Reading than did teachers at the other two levels.

In summary, the teachers of English/Reading in our sample reported the following (in descending order of reported influence):

Most Influence

1. Teachers' own backgrounds, interests and experiences
2. Student interests and abilities
3. Commercially prepared materials

Moderate Influence

4. Other teachers
5. District curriculum guides
6. State or district recommended texts
7. State curriculum guides

Low Influence

8. State equivalency exams
9. Parent advisory council
10. District consultant
11. Teacher unions

Foreign Language

The following analysis occurred for only secondary teachers since elementary teachers were not asked to respond to the Foreign Language section. Four sources of the curriculum as named in our item seem to have primary influence over what is taught in Foreign Language for most teachers in our sample: "teachers' own backgrounds, interests and experiences," "student interests and abilities," "state or district recommended textbooks," and "commercially prepared materials." Eighty per cent or more of the teachers

in our sample at both levels reported "a lot" of influence from their "own backgrounds, interests and experiences." One hundred per cent of them at both levels reported a "lot" or "some" influence (two categories combined).

There was a stronger trend toward greater influence from "student interests and abilities" for the junior high teachers than for the senior high teachers. One-half of the senior high teachers and four-fifths of the junior high teachers reported "a lot" of influence over what they teach in Foreign Language from "student interests and abilities." One hundred per cent of the junior high teachers and 94% of the senior high teachers reported "a lot" or "some" influence (two categories combined).

More junior high teachers in our sample also reported influence from "state or district recommended textbooks" than did the senior high teachers over what they teach in Foreign Language. One-third of the senior high teachers and one-half of the junior teachers reported "a lot" of influence. When the two categories of "some" and "a lot" are combined, 71% of the senior high teachers and 83% of the junior high teachers reported "some" or "a lot" of influence from texts.

Half of the teachers at both levels reported "commercial materials" influence what they teach to "some" degree. Two-thirds of the junior high teachers and over three-fourths of the senior high teachers reported "some" or "a lot" of influence (two categories combined).

Two sources of the curriculum were reported to have moderate influence over what they teach in Foreign Language for about half or more of the teachers in our samples: "other teachers" and "district guides."

More junior high teachers reported "some" influence over what they teach in Foreign Language from "other teachers" than did the senior high

teachers. One-half of the junior high teachers reported "some" influence and one-third of the senior high teachers reported "some." Over one-half of the junior high teachers reported "some" or "a lot" of influence (two categories combined) while less than half (46%) of the senior high teachers reported "some" or "a lot" of influence.

Almost two-thirds of the senior high teachers and over one-half of the junior high teachers reported "district guides" have "little" or "no" influence over what they teach in Foreign Language (two categories combined). Over one-half of the senior high teachers and one-third of the junior high teachers reported "no" influence. There is a slight tendency for more junior high teachers to report being influenced from district guides than senior high teachers. Almost one-fourth of the senior high teachers and one-third of the junior high teachers reported "some" influence, however.

The remaining items in our question had limited or virtually no influence over what is taught in Foreign Language as reported by the teachers in our sample. The items, listed in descending order of influence were: "state curriculum guides," "district consultants," "parent advisory councils," "state equivalency exams," and "teacher unions,"

Half of the teachers in our sample at both levels reported "state curriculum guides" have "no" influence over what they teach in Foreign Language. Almost three-fourths of the senior high teachers and exactly three-fourths of the junior high teachers reported "little" or "no" influence (two categories combined). One-fourth of the teachers at each level reported that "state guides" have "some" influence, however.

More junior high teachers in our sample reported influence from

"district consultants" over what they teach in Foreign Language than the senior high teachers; 42% of the junior high teachers reported "some" or "a lot" of influence while less than 3% of the senior high teachers reported this. One-half of the junior high teachers and three-fourths of the senior high teachers reported "no" influence from "district consultants." When the two categories of "little" or "none" are combined, 97% of the senior high teachers and 58% of the junior high teachers reported "little" or "no" influence.

Three-fourths or slightly less of the teachers in our sample at each level reported "parent advisory councils" have "no" influence over what they teach in Foreign Language. Ninety per cent of the senior high teachers and 100% of the junior high teachers reported "little" or "no" influence over what they teach in Foreign Language.

Three-fourths or slightly less of the teachers at each level reported "state equivalency exams" have "no" influence over what they teach in Foreign Languages. Eighty-three per cent of the junior high teachers and 91% of the senior high teachers reported "little" or "no" influence (two categories combined).

Over 80% of the teachers in our sample at both levels reported "teacher unions" have "no" influence over what they teach in Foreign Language. One hundred per cent at both levels reported "little" or "no" influence (two categories combined).

The sources of curriculum as identified in our item have the following amounts of influence over what is taught in Foreign Language across two levels of schooling:

High

1. Teachers' own backgrounds, interests and experiences
2. Student interests and abilities
3. State or district recommended textbooks
4. Commercially prepared materials

Moderate

5. Other teachers
6. District guides

Low

7. State curriculum guides
8. District consultants
9. Parent advisory councils
10. State equivalency exams
11. Teacher unions

Math

For the teachers of Math in our sample who responded to the item, three sources were reported as having high influence over what they taught in Math: "teachers' own backgrounds, interests and experiences," "student interests and abilities," and "state or district recommended textbooks." (These are listed in decreasing numbers of teachers reporting "some" and "a lot" of influence.) Over half of the teachers at each level reported that their "own backgrounds, interests and experiences" had "a lot" of influence over what they taught in Math (about 60% at each level). When the two categories of "a lot" and "some" are combined, 90% or more of the teachers at all levels reported high influence.

Approximately one-third of the senior high teachers and approximately one-half of the junior high and elementary teachers reported "a lot" of influence over what they teach in Math from "student interests and abilities." When "a lot" and "some" categories are combined, 86% of the senior high teachers, 91% of the junior high teachers and 94% of the elementary teachers reported high influence.

Half of the elementary teachers reported that "state or district recommended textbooks" had "a lot" of influence over what they teach in Math. Slightly less than a third of the senior high and junior high

teachers reported "a lot" of influence from texts. When the two categories of "a lot" and "some" are combined, 65% of the senior high teachers, 67% of the junior high teachers and 71% of the elementary teachers reported high influence.

Four sources were of moderate influence over what the teachers in our sample teach in Math: "district curriculum guides," "other teachers," "commercially prepared materials" and "state curriculum guides." For "district curriculum guides," the percentages were more evenly distributed among the four possible responses with the largest concentration in the "some" influence category. About one-third of the teachers at each level reported "some" influence. When the categories of "little" and "none" are combined, 60% of the senior high teachers, 59% of the junior high teachers and 50% of the elementary teachers reported "little" or "no" influence.

Approximately half of the teachers in our sample at each level reported that "other teachers" had "some" influence over what they teach in Math. Combining the two categories of "a lot" and "some" accounts for 60% of the senior high teachers, 57% of the junior high teachers and 65% of the elementary teachers.

Over one-third of teachers in our sample at all levels reported that "commercially prepared materials" have "some" influence over what they teach in Math. At the secondary school levels, however, a substantial number of teachers (senior high, 45%; junior high, 34.3%) reported "commercially prepared materials" have "little" or "no" influence over what they teach in Math. Considerably more elementary teachers reported "commercially prepared materials" have "a lot" and "some" influence. When the "some" and "a lot" categories are combined, the percentages of teachers responding at

each level are: senior high teachers, 54.7%; junior high teachers, 65.7%; and elementary teachers, 84.6%.

Approximately one-third of the teachers in our sample at each level reported that "state curriculum guides" have "some" influence over what they teach in Math and approximately half of the teachers at each level reported "little" or "no" influence. There is a slight tendency for more elementary teachers to report influence from both "state curriculum guides" and "commercially prepared materials" over what they teach in Math than do secondary teachers.

Four sources had the least amount of influence over what is taught in Math as reported by our sample of teachers: "district consultants," "state equivalency exams," "parent advisory councils" and "teacher unions" (listed in increasing strength of trend toward "no" influence). Approximately half of the teachers at all levels reported that "district consultants" have "no" influence over what they teach in Math. When the "little" and "no" influence categories are combined, about three-fourths of the teachers in our sample at each level reported that "district consultants" have "little" or "no" influence over what they teach in Math. Combining the "a lot" and "some" categories puts only slightly over one-fourth of the teachers at the senior high and elementary levels reporting "some" or "a lot" of influence over what they teach in Math and less than one-fourth for the junior high teachers responding to this item.

Over one-half of the teachers at each level (two-thirds for the elementary teachers) responded that "state equivalency exams" had "no" influence over what they teach in Math. At all levels, less than one-fourth of the teachers reported "a lot" or "some" influence (both categories

combined). Over three-fourths of the teachers reported "little" or "no" influence over what they teach in Math from "state equivalency exams."

Over one-half of the teachers at each level in our sample reported "no" influence over what they teach in Math from "parent advisory councils" (two-thirds or more of the teachers responded this way at the senior high and elementary levels). Well over three-fourths of the teachers at each level (about 90%) reported "little" or "no" influence over what they teach in Math from "parent advisory councils."

Approximately 90% of the teachers in our sample at each level reported "no" influence from "teacher unions" over what they teach in Math. Over 90% of the teachers at each level reported "little" or "no" influence by "teacher unions" over what they teach in Math.

In summary, the following sources have high, moderate, and low influence over what is taught in Math at all levels of schooling:

High

1. Teachers' own backgrounds, interests and experiences
2. Student interests and abilities
3. State or district recommended texts

Moderate

4. District curriculum guides
5. Other teachers
6. Commercially prepared materials
7. State curriculum guides

Low

8. District consultants
9. State equivalency exams
10. Parent advisory councils
11. Teacher unions

Physical Education

Two sources of the curriculum as identified in our question were reported by the teachers in our sample to have a high influence over what they teach in Physical Education: "teachers' own backgrounds, interests and experiences" and "student interests and abilities." About two-thirds or more of the teachers at each level reported "a lot" of influence over what they teach in Physical Education from their own "backgrounds, interests and experiences." This trend was stronger for the senior high teachers; over 80% of them reported "a lot" of influence. Over 95% of the teachers in our sample at each level reported "some" or "a lot" of influence (two categories combined) over what they teach in Physical Education from their "own backgrounds, interests and experiences."

About two-thirds of the senior high teachers, one-half of the junior high teachers and almost three-fourths of the elementary teachers in our sample reported "a lot" of influence over what they teach in Physical Education from "student interests and abilities." Fewer junior high teachers reported influence than the other two levels and senior high teachers reported less influence than the elementary teachers. When the "some" and "a lot" categories are combined, over 95% of teachers in our sample said that "student interests and abilities" have "some" or "a lot" of influence over what they teach in Physical Education.

Three sources had moderate influence over what the teachers in our sample teach in Physical Education: "other teachers," "district guides" and "state guides." About one-half of the teachers at each level reported "some" influence from "other teachers." When the "some" and "a lot" categories are combined, more than one-half of the senior high teachers, about two-thirds of the elementary teachers and over three-fourths of the

junior high teachers reported "some" or "a lot" of influence from "other teachers." The senior high teachers reported less influence (59% for "some" or "a lot") than did the teachers at the other two levels and elementary teachers (65%) reported less than the junior high teachers (83%).

Over one-half of the teachers in our sample at each level reported "little" or "no" influence (two categories combined) over what they teach in Physical Education from "district curriculum guides." Of these, slightly less than one-third of the senior high teachers, one-fourth of the junior high teachers and 45% of the elementary teachers reported "no" influence. A fairly substantial number of teachers at each level, however, reported "district curriculum guides" to have "some" influence: about one-fourth of the junior high and elementary teachers and about one-third of the senior high teachers.

Slightly less than one-third of all the teachers in our sample (44% of the elementary teachers) at each level reported "no" influence over what they teach in Physical Education from "state curriculum guides." When the two categories of "little" or "no" influence are combined, one-half of the junior high teachers, almost two-thirds of the elementary teachers and slightly over two-thirds of the senior high teachers reported "little" or "no" influence from "state guides." About one-fourth of the senior high teachers and elementary teachers, however, reported "some" influence. More junior high teachers reported "some" influence, 42%. Combining "little" and "none" categories accounts for 70% of the senior high teachers, 53% of the junior high teachers and 61% of the elementary teachers.

The remaining items in the question appeared to have little or virtually no influence over what is taught in Physical Education. In order

of descending amounts of influence, these items were: "state or district recommended textbooks," "commercially prepared materials," "district consultants," "parent advisory councils," "state equivalency exams" and "teacher unions."

About one-half of the teachers in our sample at the senior high and elementary levels and one-third of the teachers at the junior high level reported "no" influence over what they teach in Physical Education from "state or district recommended textbooks." Three-fourths or more at each level reported "little" or "no" influence (two categories combined). There is a slight tendency for the influence from texts to be greater at the lower levels (senior high schools, 15%; junior high, 22%; and elementary schools, 27%; combining "some" and "a lot" categories).

About two-thirds of the senior high teachers and elementary teachers and three-fourths of the junior high teachers reported "little" or "no" influence (two categories combined) over what they teach in Physical Education from "commercially prepared materials." More junior high teachers reported "little" or "no" influence (from 9 to 13 percentage points) than did the teachers at the other two levels. About one-fourth of the teachers in our sample at each level reported "some" influence, however, from commercial materials.

About one-half of the senior high teachers and elementary teachers and two-fifths of the junior high teachers reported "district consultants" had "no" influence over what they teach in Physical Education. About one-fourth at each level (slightly more at the junior high level) reported "little" influence. Thus, when the two categories are combined, about three-fourths or more of the teachers at each level reported "little" or "no"

influence. This trend is slightly less strong at the junior high level (72%) than at the elementary level (75%) and the senior high level (85%).

More than two-thirds of the teachers in our sample at each level reported "parent advisory councils" have "no" influence over what they teach in Physical Education. This trend was stronger at the senior high level (72%) and at the elementary level (82%). Over 90% of the teachers at each level reported "little" or "no" influence (two categories combined) from "parent advisory councils."

About three-fourths or more of the teachers at each level reported "state equivalency exams" have "no" influence over what they teach in Physical Education. Fewer teachers at the junior high level (72%) reported this than elementary (84%) teachers or senior high teachers (85%). When two categories are combined, over 90% of the teachers in our sample reported "state equivalency exams" have "little" or "no" influence over what they teach in Physical Education.

Over 80% of the teachers in our sample at each level reported "teacher unions" have "no" influence over what they teach in Physical Education. Over 95% at each level reported "little" or "no" influence (two categories combined).

The sources of curriculum as named in our question have the following amounts of influence over what is taught in Physical Education across all three levels of schooling (in descending order of influence):

High

1. Teachers' own backgrounds, interests and experiences
2. Student interests and abilities

Moderate

3. Other teachers
4. District curriculum guides
5. State curriculum guides

Low

6. State or district recommended textbooks
7. Commercially prepared materials
8. District consultants
9. Parent advisory councils
10. State equivalency exams
11. Teacher unions

Science

The sources of greatest influence over what is taught in Science as reported by teachers in our sample are (listed in decreasing strength of the trend):

1. teachers' own backgrounds, interests and experiences
2. student interests and abilities
3. commercially prepared materials

About three-fourths of the senior high teachers in our sample, two-thirds of the junior high teachers and one-half of the elementary teachers reported "a lot" of influence over what they teach in Science from their "own backgrounds, interests and experiences." Ninety per cent or more of the teachers at all three levels reported "some" or "a lot" of influence (two categories combined).

About one-half of the teachers at each level reported "a lot" of influence over what they teach in Science from "student interests and abilities." When the "a lot" and "some" categories are combined, about 90% of the teachers at each level reported "some" or "a lot" of influence.

About one-fourth of the junior high and elementary teachers and one-fifth of the senior high teachers reported "a lot" of influence over what they teach in Science from "commercially prepared materials." More senior high teachers reported "some" influence (60%) than junior high teachers (44%) and elementary teachers (41%). When the "a lot" and "some"

categories are combined, close to three-fourths of the teachers at each level reported "some" or "a lot" of influence over what they teach in Science from "commercially prepared materials." There is a slight tendency in these combined categories for the number of teachers reporting "a lot" and "some" influence from commercial materials to decrease at each of the lower levels of schooling (senior high, 79%; junior high, 72%; and elementary, 70%).

For four sources of influence over what is taught in Science, there was a more even distribution of responses over the four categories of responses. "Other teachers," "state or district recommended textbooks," "district curriculum guides" and "state curriculum guides" (descending order of influence) appeared to influence some teachers, but not as many as the three preceding sources of high influence. About one-half of the secondary teachers in our sample and less than half (42%) of the elementary teachers reported "some" influence over what they teach in Science from "other teachers." About one-fourth of the senior high teachers and two-thirds of the junior high and elementary school teachers, however, reported "little" influence. Almost two-thirds of the senior high teachers and one-half of the junior high and elementary teachers reported "a lot" or "some" influence from "other teachers" (two categories combined). There are slightly more senior high teachers who reported "a lot" or "some" influence (64%) than did junior high teachers (57%) and elementary teachers (52%). The trend is toward decreased influence at each of the lower levels, but it is not a strong trend.

Slightly over one-half of all the teachers at each level reported that "state or district recommended textbooks" have "some" or "a lot" of

influence over what they teach in Science. Of this group, about one-fourth of the senior high teachers and elementary teachers reported "a lot" of influence and about one-fourth of them reported "some" influence. About a fifth of the junior high teachers reported "a lot" of influence and about one-third reported "some" from "state or district recommended textbooks."

More teachers at each level reported "little" or "no" influence (senior, 61%; junior high, 57%; elementary, 51%) over what they teach in Science from "district curriculum guides" than did teachers who reported "some" or "a lot". Approximately one-fourth of the teachers at each level reported "no" influence. About one-fourth of the secondary teachers reported "some." There is a slight trend for more teachers to report "a lot" and "some" influence over what is taught in Science from "district guides" at the lower levels of schooling.

Approximately one-third of the senior high teachers and elementary teachers and one-fourth of the junior high teachers reported "no" influence over what they teach in Science from "state curriculum guides." Approximately one-fourth of the senior high (22%) and elementary (26%) teachers reported "state curriculum guides" as having "some" influence over what they teach in Science and almost one-third of the junior high teachers (30%) in our sample reported this. When the "little" and "no" categories are combined, however, nearly two-thirds of the teachers in our sample at each level reported "little" or "no" influence over what they teach in Science from "state guides." There was a very slight tendency for junior high teachers to report influence from this source than the teachers at the other two levels.

Four sources appeared to have limited or virtually no influence

over what is taught in Science as reported by the teachers in our sample (listed in decreasing amounts of reported influence):

1. district consultants
2. parent advisory councils
3. state equivalency exams
4. teacher unions

About one-half of the senior high and elementary teachers and one-third of the junior high teachers reported "no" influence over what they teach in Science from "district consultants." Over three-fourths of the teachers at each level reported "little" or "no" influence from "district consultants" (two categories combined). Slightly fewer junior high teachers reported "little" or "no" influence (74% in the "little" or "no" categories) than did the senior high teachers (80%) or elementary teachers (79%) from "district consultants."

Over one-half of the junior high teachers in our sample, two-thirds of the senior high teachers and three-fourths of the elementary teachers reported "no" influence over what they teach in Science from "parent advisory councils." Over 90% of the teachers at each level reported "little" or "no" influence (two categories combined) from "parent advisory councils."

Two-thirds of the junior high teachers and over three-fourths of the senior high and elementary school teachers reported "no" influence over what they teach in Science from "state equivalency exams." Ninety per cent or more of the teachers at each level reported "little" or "no" influence (two categories combined). Slightly more (5%) senior high teachers reported "little" or "no" influence than teachers at the other two levels.

Over 80% of the teachers at each level reported "no" influence over what they teach in Science from "teacher unions." Over 95% of them at each level reported "little" or "no" influence (two categories combined).

The sources of curriculum as identified in our study have the following amounts of influence as reported by the Science teachers in our sample (listed in descending order of influence).

High

1. Teachers' own background, interests and experiences
2. Student interests and abilities
3. Commercially prepared materials

Moderate

4. Other teachers
5. State or district recommended textbooks
6. District curriculum guides
7. State curriculum guides

Low

8. District consultants
9. Parent advisory councils
10. State equivalency exams
11. Teacher unions

Social Studies

Two sources of the curriculum were reported by the teachers in our sample as having high influence over what they teach in Social Studies their "own background, interests and experiences," and "student interests and abilities." Over three-fourths of the senior high teachers and approximately two-thirds of the junior high and elementary teachers of Social Studies reported "a lot" of influence from their "own backgrounds, interests and experiences." When the "a lot" and "some" categories are combined, over 90% of the Social Studies teachers reported their "own backgrounds, interests, and experiences" as having high influence over what they teach in Social Studies.

Approximately one-third of the senior high Social Studies teachers and approximately one-half of the junior high and elementary teachers

reported that "student interests and abilities" have "a lot" of influence over what they teach in Social Studies. This trend increases slightly in percentages at the lower levels of schooling: more junior high teachers reported "a lot" of influence than senior high teachers and more elementary teachers reported "a lot" of influence than junior high teachers. (Increases are only by 9% and 11% respectively, however.) Approximately one-half of the secondary Social Studies teachers and over one-third of the elementary teachers reported that "student interests and abilities" have "some" influence over what they teach in Social Studies. When the "a lot" and "some" influence categories are combined, over 90% of the Social Studies teachers at all three levels reported that "students interests and abilities" have high influence over what they teach in Social Studies.

Five sources had more variability in the responses from our sample of teachers as to their influence over what is taught in the Social Studies: "commercially prepared materials," "state or district recommended textbooks," "other teachers," "district curriculum guides" and "state curriculum guides" (listed in order of descending order of influence). Approximately one-half of the Social Studies teachers in our sample at the junior high and elementary levels and more than one-third of the senior high Social Studies teachers reported that "commercially prepared materials" have "some" influence over what they teach in Social Studies. At the senior high and elementary levels, slightly less than one-fourth of the Social Studies teachers reported "commercially prepared materials" had "a lot" of influence over what they taught. Less than 10% of the junior high Social Studies teachers reported "a lot" of influence from "commercially prepared materials." When the "a lot" and "some" categories are combined, almost two-thirds of the

secondary school Social Studies teachers and almost three-fourths of the elementary teachers reported that "commercially prepared materials" have "some" or "a lot" of influence over what they teach.

Approximately one-third of the teachers at each level reported that "state or district recommended texts" have "a lot" of influence over what they teach in Social Studies. When the "a lot" and "some" categories are combined, only slightly more than one-half of the senior high teachers in our sample reported that these texts have "some" or "a lot" of influence over what they teach in Social Studies. Slightly more of the elementary teachers (61%) reported "some" or "a lot" and almost three-fourths of the junior high teachers reported "some" or "a lot" of influence over what they teach in Social Studies.

Slightly less than half of the senior high teachers and elementary teachers and slightly over one-third of the junior high teachers reported "some" influence over what they teach in Social Studies from "other teachers." Slightly over one-fourth of the elementary teachers and about one-third of the secondary teachers reported that "other teachers" have "little" influence over what they teach. When the "a lot" and "some" responses are combined and compared with the combined "little" or "no" responses, there are slightly more teachers at all levels who reported "some" or "a lot" of influence than there are those who reported "little" or "none." The greatest difference is at the elementary level: 15% more of the teachers responding reported "some" or "a lot" of influence than those who reported "little" or "no" influence from "other teachers."

Approximately one-third of the senior high teachers and one-fourth of the junior high and elementary teachers in our sample reported "no"

influence over what they teach in Social Studies from "district curriculum guides." The same approximate distribution of responses occurred for the "little" influence category. When the "little" and "no" categories are combined, slightly less than three-fourths of the senior high teachers and about one-half of the junior high and elementary teachers reported "little" or "no" influence from "district guides."

Approximately half of the senior high teachers, one-fourth of the junior high teachers and one-third of the elementary teachers reported that "state curriculum guides" have "no" influence over what they teach in Social Studies. One-third of the junior high and one-fourth of the elementary teachers reported "some" influence from "state curriculum guides", however. When the "none" and "little" categories were combined, three-fourths of the senior high teachers, one-half of the junior high teachers and almost two-thirds of the elementary Social Studies teachers reported "little" or "no" influence from "state curriculum guides."

The sources reported to have the least amount of influence over what is taught in the Social Studies are "district consultants," "parent advisory councils", "state equivalency exams" and "teacher unions." These are listed in decreasing order of numbers of teachers reporting influence.

Approximately one-half of the Social Studies teachers in our sample at all three levels reported that "district consultants" have "no" influence over what they teach in Social Studies and over three-fourths of them at all levels reported "district consultants" have "little" or "no" influence (two categories combined) over what they teach in Social Studies.

Slightly more than three-fourths of the senior high and elementary Social Studies teachers and two-thirds of the junior high teachers in

our sample reported that "parent advisory councils" have "no" influence over what they teach in Social Studies. When the "little" and "no" influence categories were combined over 90% of the senior high and elementary teachers and over 80% of the junior high Social Studies teachers in our sample reported "little" or "no" influence over what they teach in Social Studies from "parent advisory councils."

Approximately three-fourths of the Social Studies teachers at all three levels reported "no" influence from "state equivalency exams" over what they teach in Social Studies. When the "little" or "no" categories are combined, 85% or more of the Social Studies teachers in our sample at all levels reported "little" or "no" influence over what they teach from "state equivalency exams."

Eighty-nine per cent or more of the Social Studies teachers at all three levels reported that "teacher unions" have "no" influence over what they teach in Social Studies. Ninety-six per cent or more report "little" or "no" influence when these two categories are combined.

In summary, the sources of influence over what teachers teach in the Social Studies are (in descending order of influence):

High

1. Teachers' own backgrounds, interests and experiences
2. Student interests and abilities

Moderate

3. Commercially prepared materials
4. State or district recommended texts
5. Other teachers
6. District curriculum guides
7. State curriculum guides

Low

8. District consultants
9. Parent advisory councils
10. State equivalency exams
11. Teacher unions

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Vocational/Career Education

The data in this section are reported for two levels of schooling only since elementary teachers were not asked to respond to this subject area.

Three sources of influence as named in our question have high influence over what the teachers in our sample teach in Vocational/Career Education: "teachers' own backgrounds, interests and experiences," "student interests and abilities," and "commercially prepared materials" (listed in descending order of numbers of teachers reporting influence). Three-fourths of the senior high teachers in our sample and four-fifths of the junior high teachers reported their "own backgrounds, interests, and experiences" have "a lot" of influence over what they teach in Vocational/Career Education. Ninety-seven per cent of the senior high teachers in our sample and 100% of the junior high teachers reported "some" or "a lot" of influence (two categories combined) from their "own backgrounds, interests and experiences."

About half of the senior high teachers in our sample and two-thirds of the junior high teachers reported "a lot" of influence from "student interests and abilities." Two-fifths of the senior high teachers and one-third of the junior high teachers in our sample reported "some" influence. When the two categories of "some" and "a lot" are combined, over 90% of the teachers at the secondary levels reported high influence from "student interests and abilities" over what they teach in Vocational/Career Education.

Over one-third of the teachers at both levels reported "some"

influence from "commercially prepared materials" over what they teach in Vocational/Career Education. Approximately one-third of the senior high teachers and one-fourth of the junior high teachers reported "a lot" of influence from "commercially prepared materials." About three-fourths of the teachers in our sample at both levels reported "some" or "a lot" of influence (two categories combined).

Four sources named in our item appeared to have moderate influence over what teachers in our sample teach in Vocational/Career Education: "state curriculum guides," "state or district recommended textbooks," "other teachers," and "district curriculum guides" (listed in descending order of numbers of teachers reporting influence). Over one-third of the senior high teachers and one-half of the junior high teachers reported "some" influence from "state curriculum guides." Over one-half at each level reported "some" or "a lot" of influence (two categories combined).

About one-third of the teachers at each level reported "some" influence from "state or district recommended textbooks" over what they teach in Vocational/Career Education. About one-half of them at each level reported "some" or "a lot" of influence (two categories combined).

About one-half of the teachers in our sample reported "some" or "a lot" of influence from "other teachers" over what they teach in Vocational/Career Education. All of these responses from the junior high teachers were in the "some" category (52%) while 10% of the senior high teachers reported "a lot" of influence. Approximately one-third of the teachers at each level reported "little" influence from "other teachers."

"District curriculum guides" had a more even distribution of responses than did most of the items in our question. About one-third of

the teachers at both levels reported "some" influence from "district guides" over what they teach in Vocational/Career Education. About one-half of the teachers reported "little" or "no" influence (two categories combined) with very slightly more senior high teachers (7%) than junior high teachers reporting "little" or "no" influence.

Four items in our question seem to have limited or virtually no influence over what the teachers in our sample teach in Vocational/Career Education: "parent advisory councils," "district consultants," "state equivalency exams" and "teacher unions" (listed in descending order of numbers of teachers reporting influence). About one-half of the teachers at each level reported "no" influence from "parent advisory councils" and about three-fourths at both levels reported "little" or "no" influence (two categories combined).

Slightly less than half of the teachers at each level reported "no" influence over what they teach in Vocational/Career Education from "district consultants." When the two categories of "none" and "little" are combined, however, about three-fourths of the teacher responses at each level are accounted for.

Almost three-fourths of the teachers at both levels reporting "state equivalency exams" have "no" influence over what they teach in Vocational/Career Education. Over 90% at both levels reported "little" or "no" influence (two categories combined).

Over four-fifths of the teachers at both levels reported "teacher unions" have "no" influence over what they teach in Vocational/Career Education. Over 90% of them at each level reported "little" or "no" influence (two categories combined).

In summary, the teachers in our sample reported the following influences over what they teach in Vocational/Career Education (in descending order of influence):

High

1. Teachers' own backgrounds, interests and experiences
2. Student interests and abilities
3. Commercially prepared materials

Moderate

4. State curriculum guides
5. State or district recommended textbooks
6. Other teachers
7. District curriculum guides

Low

8. Parent advisory councils
9. District consultants
10. State equivalency exams
11. Teacher unions

APPENDIX

PERCENTAGES OF TEACHERS REPORTING THE DEGREES OF INFLUENCE BY SUBJECT AREA AND LEVELS OF SCHOOLING

SOURCES OF INFLUENCE ON CURRICULUM

ARTS

	Senior High				Junior High				Elementary			
	A Lot	Some	Little	None	A Lot	Some	Little	None	A Lot	Some	Little	None
District Consultants	0.0	10.8	13.8	75.4	0.0	26.1	15.2	58.7	1.8	10.0	21.2	67.1
State/District Texts	0.0	13.8	20.0	66.2	8.5	17.0	21.3	53.2	8.8	10.0	12.9	68.2
State Curriculum Guides	1.5	18.5	21.5	58.5	4.4	28.9	24.4	42.2	1.8	17.3	20.8	60.1
District Curriculum Guides	3.1	18.5	27.7	50.8	10.6	39.8	21.3	38.3	4.7	22.5	18.9	53.8
Commercial Materials	28.1	34.4	17.2	20.3	36.2	25.5	12.8	25.5	16.4	40.4	21.1	22.2
Teachers' Own Backgrounds, Interests and Experiences	93.8	4.6	1.5	0.0	95.7	4.3	0.0	0.0	73.8	22.1	2.3	1.7
Other Teachers	10.0	50.0	29.7	9.4	17.0	48.9	25.5	8.5	22.8	44.4	22.2	10.5
Students' Interests and Abilities	69.2	26.2	4.6	0.0	74.5	21.3	4.3	0.0	67.8	28.1	1.8	2.3
Parent Advisory Councils	1.6	7.8	17.2	73.4	0.0	2.2	23.9	73.9	9.9	4.1	9.5	86.4
State Equivalency Exams	1.5	3.1	4.6	90.8	0.0	2.2	6.5	91.3	0.6	1.8	4.1	93.5
Teachers Unions	0.0	1.6	3.1	95.3	0.0	2.2	10.9	87.0	0.0	1.2	5.8	93.0
		(N=65)				(N=46)				(N=170)		

SOURCES OF INFLUENCE ON CURRICULUM

ENGLISH, READING, LANGUAGE ARTS

	Senior High				Junior High				Elementary			
	A Lot	Some	Little	None	A Lot	Some	Little	None	A Lot	Some	Little	None
District Consultants	4.5	9.2	19.8	66.4	4.8	16.7	35.7	42.9	8.2	23.7	30.2	37.9
State/District Texts	20.8	27.7	15.4	36.2	17.9	26.2	22.6	33.3	45.5	27.9	13.7	12.9
State Curriculum Guides	5.3	26.7	19.1	48.9	8.4	24.1	31.3	36.1	15.1	36.6	24.6	23.7
District Curriculum Guides	19.1	31.3	19.8	29.8	31.3	21.7	18.1	28.9	23.5	41.3	19.1	16.1
Commercial Materials	20.8	42.3	25.4	11.5	23.8	60.7	10.7	4.8	39.2	47.9	9.9	3.9
Teachers' Own Backgrounds, Interests and Experiences	73.1	20.0	5.4	1.5	71.4	25.0	3.6	0.0	68.2	26.6	4.3	0.0
Other Teachers	10.1	43.4	32.6	14.0	18.1	54.2	25.3	2.4	10.0	57.6	23.8	8.7
Students' Interests and Abilities	62.3	28.5	6.9	2.3	64.3	31.0	4.8	0.0	64.8	32.2	3.0	0.0
Parent Advisory Councils	0.8	3.8	18.5	76.9	2.4	15.7	28.9	53.0	1.3	11.4	22.3	65.1
State Equivalency Exams	2.3	7.7	10.0	80.0	4.8	11.9	23.8	59.5	3.5	17.0	15.2	64.0
Teachers Unions	0.0	0.8	8.5	90.7	0.0	1.2	11.9	86.9	0.4	2.2	12.1	85.0
	(N=131)				(N=84)				(N=232)			

SOURCES OF INFLUENCE ON CURRICULUM

FOREIGN LANGUAGE

	Senior High				Junior High				Elementary			
	A Lot	Some	Little	None	A Lot	Some	Little	None	A Lot	Some	Little	None
District Consultants	2.9	0.0	20.0	77.1	0.0	41.7	8.3	50.0				
State/District Texts	32.4	38.2	2.9	26.5	50.0	33.3	8.3	8.3				
State Curriculum Guides	2.9	25.7	20.0	51.4	0.0	25.0	25.0	50.0				
District Curriculum Guides	11.4	22.9	8.6	57.1	8.3	33.3	25.0	33.3				
Commercial Materials	28.6	51.4	20.0	0.0	16.7	50.0	16.7	16.7				
Teachers' Own Backgrounds, Interests and Experiences	80.0	20.0	0.0	0.0	83.3	16.7	0.0	0.0				
Other Teachers	8.5	37.1	25.7	28.6	0.0	58.3	33.3	8.3				
Students' Interests and Abilities	54.3	40.0	5.7	0.0	81.8	18.2	0.0	0.0				
Parent Advisory Councils	0.0	8.6	20.0	71.4	0.0	0.0	25.0	75.0				
State Equivalency Exams	2.9	5.7	20.0	71.4	0.0	16.7	8.3	75.0				
Teachers Unions	0.0	0.0	17.1	82.9	0.0	0.0	8.3	91.7				
		(N=35)				(N=12)						

(Southwest, Tafolla, La Conte, Oak Harbor, Sutton, Beaubien)

SOURCES OF INFLUENCE ON CURRICULUM

MATH

	Senior High				Junior High				Elementary			
	A Lot	Some	Little	None	A Lot	Some	Little	None	A Lot	Some	Little	None
District Consultants	4.5	22.7	27.3	45.5	5.8	18.8	21.7	53.6	5.2	22.5	27.7	44.6
State/District Texts	31.8	33.0	12.5	22.7	27.1	40.0	17.1	15.7	50.5	20.1	12.6	16.8
State Curriculum Guides	10.3	29.9	23.0	36.8	5.8	34.8	23.2	36.2	15.0	35.5	22.0	27.6
District Curriculum Guides	19.5	36.8	19.5	24.1	22.1	32.4	27.9	17.6	23.1	37.7	19.3	19.8
Commercial Materials	16.3	38.4	29.1	16.3	28.6	37.1	28.6	5.7	39.5	45.1	8.4	7.0
Teachers' Own Backgrounds, Interests and Experiences	59.1	30.7	8.9	2.3	60.9	33.3	5.8	0.0	59.2	31.9	6.1	2.8
Other Teachers	9.2	50.6	33.3	6.9	2.9	53.6	30.4	13.0	11.2	54.0	23.7	11.2
Students' Interests and Abilities	33.0	53.4	11.4	2.3	45.7	45.7	8.6	0.0	53.5	40.5	4.2	1.9
Parent Advisory Councils	2.3	9.1	21.6	67.0	0.0	11.4	30.0	58.6	0.5	7.9	20.9	70.7
State Equivalency Exams	2.3	18.2	28.2	51.1	2.9	18.6	17.1	61.4	4.7	15.0	12.7	67.0
Teachers Unions	0.0	8.0	3.4	88.6	1.4	1.4	7.1	90.0	0.0	2.8	8.9	88.3
	(N=88)				(N=69)				(N=31)			

SOURCES OF INFLUENCE ON CURRICULUM

PHYSICAL EDUCATION

	Senior High				Junior High				Elementary			
	A Lot	Some	Little	None	A Lot	Some	Little	None	A Lot	Some	Little	None
District Consultants	1.9	13.2	26.4	58.5	8.3	19.4	30.6	41.7	3.2	23.0	23.0	51.7
State/District Texts	1.9	13.2	37.7	47.2	0.0	22.2	41.7	36.1	8.0	19.3	15.9	56.8
State Curriculum Guides	3.8	26.4	39.6	30.2	5.6	41.7	22.2	30.6	10.2	28.4	17.0	44.3
District Curriculum Guides	13.2	32.1	24.5	30.2	16.7	27.8	30.6	25.0	12.6	24.1	18.4	44.8
Commercial Materials	7.5	26.4	32.1	34.0	2.8	22.2	50.0	25.0	9.2	28.7	20.7	41.4
Teachers' Own Backgrounds, Interests and Experiences	81.1	17.0	1.9	0.0	69.4	27.8	2.8	0.0	62.9	32.6	0.0	4.5
Other Teachers	11.3	47.2	28.3	13.2	30.6	52.8	13.9	2.8	17.2	47.1	18.4	17.2
Students' Interests and Abilities	66.0	30.2	3.8	0.0	47.2	50.0	2.8	0.0	70.8	25.8	1.1	2.2
Parent Advisory Councils	0.0	5.7	22.6	71.7	0.0	5.6	25.0	69.4	1.1	6.9	10.3	81.6
State Equivalency Exams	1.9	5.7	7.5	84.9	9.9	2.8	25.0	72.2	3.4	2.3	10.3	83.0
Teachers Unions	0.0	3.8	13.2	83.0	0.0	0.0	19.4	80.6	0.0	3.5	8.1	88.0
	(N=53)				(N=36)				(N=87)			

SOURCES OF INFLUENCE ON CURRICULUM
SCIENCE

	Senior High				Junior High				Elementary			
	A Lot	Some	Little	None	A Lot	Some	Little	None	A Lot	Some	Little	None
District Consultants	1.3	18.7	36.0	44.0	4.3	21.7	41.3	32.6	2.8	18.2	29.8	49.2
State/District Texts	28.0	24.0	20.0	28.0	19.6	37.0	23.9	19.6	29.3	26.5	21.5	22.7
State Curriculum Guides	10.8	21.6	31.1	36.5	6.5	30.4	37.0	26.1	6.7	26.3	31.3	35.8
District Curriculum Guides	14.7	24.0	32.0	29.3	15.2	28.3	30.4	26.1	16.9	32.0	23.6	27.5
Commercial Materials	18.7	60.0	17.3	4.0	28.3	43.5	21.7	6.5	28.9	40.6	20.6	10.0
Teachers' Own Backgrounds, Interests and Experiences	74.7	21.3	2.7	1.3	69.6	28.3	0.0	2.2	56.4	33.7	7.2	2.8
Other Teachers	8.0	56.0	29.3	6.7	6.5	50.0	39.1	4.3	10.0	42.2	31.7	16.1
Students' Interests and Abilities	44.0	49.3	5.3	1.3	43.5	45.7	8.7	2.2	53.0	40.9	2.8	3.3
Parent Advisory Councils	1.3	4.0	25.3	69.3	0.0	8.7	34.8	56.5	0.5	5.6	15.6	78.2
State Equivalency Exams	0.0	4.0	14.7	81.3	2.2	6.5	23.9	67.4	2.2	7.8	12.2	77.8
Teachers Unions	0.0	1.3	10.7	88.0	0.0	2.2	13.0	84.8	0.0	2.2	6.7	91.0
	(N=75)				(N=46)				(N=181)			

SOURCES OF INFLUENCE ON CURRICULUM

SOCIAL STUDIES

	Senior High				Junior High				Elementary			
	A Lot	Some	Little	None	A Lot	Some	Little	None	A Lot	Some	Little	None
District Consultants	2.2	9.9	28.6	59.3	1.9	18.9	32.1	47.2	1.6	15.0	29.0	54.4
State/District Texts	31.9	23.1	22.0	23.1	35.8	37.7	9.4	17.0	33.5	27.3	20.1	19.1
State Curriculum Guides	8.8	14.3	28.6	48.4	13.2	34.0	28.3	24.5	7.8	26.4	33.7	32.1
District Curriculum Guides	14.4	14.4	33.3	37.8	17.0	34.0	22.6	26.4	11.4	37.3	24.9	26.4
Commercial Materials	21.1	41.1	26.7	11.1	9.4	52.8	24.5	13.2	21.6	50.5	19.6	8.2
Teachers' Own Backgrounds, Interests and Experiences	84.6	15.4	0.0	0.0	66.0	28.3	3.8	1.9	61.5	33.8	3.6	1.0
Other Teachers	7.8	47.8	31.1	13.3	15.1	37.7	34.0	13.2	9.8	47.9	27.8	14.4
Students' Interests and Abilities	37.8	56.7	5.6	0.0	45.3	49.1	3.8	1.9	56.3	38.2	3.7	1.6
Parent Advisory Councils	1.1	3.3	18.7	76.9	3.8	11.3	18.9	66.0	1.0	7.3	15.5	76.2
State Equivalency Exams	1.1	6.6	8.8	83.5	3.8	11.3	13.2	71.7	2.1	9.8	16.1	72.0
Teachers Unions	0.0	3.3	3.3	93.4	0.0	3.8	7.5	88.7	0.5	2.6	6.7	90.0
	(N=91)				(N=55)				N=193)			

SOURCES OF INFLUENCE ON CURRICULUM

VOCATIONAL/CAREER EDUCATION

	Senior High				Junior High				Elementary			
	A Lot	Some	Little	None	A Lot	Some	Little	None	A Lot	Some	Little	None
District Consultants	7.1	20.0	29.3	43.6	15.6	8.9	31.1	44.4				
State/District Texts	22.1	31.4	21.4	25.0	12.8	38.3	19.1	29.8				
State Curriculum Guides	23.0	34.5	24.5	18.0	8.7	52.2	21.7	17.4				
District Curriculum Guides	12.2	30.9	22.3	34.5	15.2	34.8	30.4	19.6				
Commercial Materials	33.8	42.4	17.3	6.5	25.5	38.3	21.3	14.9				
Teachers' Own Backgrounds, Interests and Experiences	74.3	22.9	2.9	0.0	80.9	19.1	0.0	0.0				
Other Teachers	10.0	42.1	34.3	13.6	0.0	52.2	34.8	13.0				
Students' Interests and Abilities	48.9	42.4	7.9	0.7	63.8	34.0	2.1	0.0				
Parent Advisory Councils	3.5	20.0	23.6	52.9	6.7	15.6	26.7	51.1				
State Equivalency Exams	1.4	4.3	21.6	72.7	0.0	6.4	21.3	72.3				
Teachers Unions	2.1	1.4	10.0	86.4	0.0	6.4	10.6	83.0				

(N=140) (N=47)